

LORIS HIGH
301 Loris Lions Road
Loris, South Carolina 29569

GRADES 9-12 High School

ENROLLMENT 767 Students

PRINCIPAL Boone Myrick 843-756-4041

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

5

10

6

5

1

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Excellent	No
2004	Good	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	71.1	N/A	N/A	65.9	N/A	N/A
Passed 1 subtest	12.7	N/A	N/A	17.3	N/A	N/A
Passed no subtests	16.2	N/A	N/A	20.6	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	93.0%	92.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	5.6	5.2
Seniors who met the SAT/ACT requirement	5.6	5.5
Seniors who met the grade point average	35.0	35.0

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	173	154
Number of Diplomas	118	111
Rate	68.2%	72.9%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	143	93.0	160	5.6	173	68.2	YES
Gender							
Male	66	90.9	78	5.1	85	57.6	N/A
Female	77	94.8	82	6.1	88	78.4	N/A
Racial/Ethnic Group							
White	74	98.6	69	11.6	79	79.7	N/A
African-American	68	86.8	90	1.1	91	59.3	
Asian/Pacific Islander	0	N/A	0	N/A	1	I/S	N/A
Hispanic	0	N/A	0	N/A	1	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	1	I/S	N/A
Racial/Ethnic Group							
Non disabled	82	98.8	122	7.4	137	83.2	N/A
Disabilities other than speech	61	85.2	38	0.0	36	11.1	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	140	93.6	160	5.6	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	1	I/S	N/A
Non-Limited English Proficient	142	93.7	160	5.6	172	68.6	N/A
Socio-Economic Status							
Subsidized meals	97	90.7	110	2.7	126	61.1	N/A
Full-pay meals	46	97.8	50	12.0	47	87.2	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	177	97.7	20.0	32.1	26.7	21.2	58.2	YES	YES
Gender									
Male	93	97.8	27.0	33.7	24.7	14.6	48.3	N/A	N/A
Female	84	97.6	11.8	30.3	28.9	28.9	69.7	N/A	N/A
Racial/Ethnic Group									
White	93	98.9	7.9	27.0	31.5	33.7	75.3	YES	YES
African-American	77	97.4	33.8	38.0	21.1	7.0	39.4	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	143	98.6	9.6	33.3	31.1	25.9	69.6	N/A	N/A
Disabled	34	94.1	66.7	26.7	6.7	N/A	6.7	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	177	97.7	20.0	32.1	26.7	21.2	58.2	N/A	N/A
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	98.3	19.3	31.7	27.3	21.7	59.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	96.6	29.2	39.6	20.8	10.4	43.4	YES	YES
Full-pay meals	61	100.0	3.4	18.6	37.3	40.7	84.7	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	177	98.3	22.9	23.5	36.1	17.5	60.8	YES	YES
Gender									
Male	93	97.8	32.6	21.3	31.5	14.6	51.7	N/A	N/A
Female	84	98.8	11.7	26.0	41.6	20.8	71.4	N/A	N/A
Racial/Ethnic Group									
White	93	98.9	12.4	19.1	43.8	24.7	74.2	YES	YES
African-American	77	98.7	34.7	30.6	25.0	9.7	44.4	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	143	99.3	12.5	23.5	42.6	21.3	70.6	N/A	N/A
Disabled	34	94.1	70.0	23.3	6.7	N/A	16.7	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	177	98.3	22.9	23.5	36.1	17.5	60.8	N/A	N/A
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	98.8	22.2	24.1	35.8	17.9	61.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	116	97.4	30.8	27.1	34.6	7.5	49.5	YES	YES
Full-pay meals	61	100.0	8.5	16.9	39.0	35.6	81.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
--	------------	-----------------------	--------------------------------------	--------------------

Students (n= 767)

Retention rate	4.9%	Down from 12.7%	10.3%	9.1%
Attendance rate	99.9%	Up from 95.1%	95.9%	96.0%
Eligible for gifted and talented	7.0%	Down from 10.0%	3.7%	5.8%
With disabilities other than speech	23.6%	Up from 20.3%	13.4%	12.7%
Older than usual for grade	8.9%	Down from 12.0%	12.6%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Down from 2.5%	1.8%	1.6%
Enrolled in AP/IB programs	9.3%	Up from 7.8%	5.9%	10.2%
Successful on AP/IB exams	18.8%		45.8%	53.8%
Annual dropout rate	1.5%	Down from 4.3%	2.9%	2.7%
Career/technology students in co-curricular organizations	15.3%	Down from 15.4%	4.1%	3.6%
Enrollment in career/technology center courses	396	Up from 309	405	466
Students participating in worked-based experiences	10.5%	Down from 12.9%	27.4%	25.7%
Career/technology students mastering core competencies	79.9%	Down from 80.5%	74.2%	77.7%
Career/technology completers placed	95.1%	Down from 100.0%	100.0%	99.3%

Teachers (n= 51)

Teachers with advanced degrees	47.1%	Up from 43.4%	45.4%	52.0%
Continuing contract teachers	76.5%	Up from 73.6%	78.0%	82.1%
Highly qualified teachers**	91.4%	N/A	87.1%	89.5%
Teachers with emergency or provisional certificates	12.5%		13.6%	8.6%
Teachers returning from previous year	80.6%	Down from 82.0%	82.2%	86.2%
Teacher attendance rate	95.1%	Down from 96.1%	95.2%	95.3%
Average teacher salary	\$40,145	Up 1.9%	\$39,127	\$41,060
Prof. development days/teacher	15.9 days	Up from 13.8 days	10.6 days	10.6 days

School

Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	27.0 to 1	Up from 11.6 to 1	24.5 to 1	26.4 to 1
Prime instructional time	93.5%	Up from 90.1%	90.1%	90.0%
Dollars spent per pupil*	\$7,633	Down 5.5%	\$6,744	\$6,310
Percent of expenditures for teacher salaries*	52.6%	Up from 52.1%	55.3%	57.9%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Parents attending conferences	85.4%	Down from 90.2%	85.4%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Loris High School students showed improvement in academic achievement and excelled in extracurricular activities during the 2003-2004 school year. Students in the class of 2004 were offered approximately 1.5 million dollars in scholarships. Seniors completed senior projects, many of which were based on community service. Students participated in extended-learning activities as well as summer enrichment programs.

With an emphasis on student achievement and learning, we implemented programs, such as Read 180 and Corrective Reading, which focused on identifying and addressing the academic needs of individual students. MAP, an assessment program, enabled teachers to measure and monitor students' academic progress throughout the school year. Students were scheduled for yearlong ninth- and tenth-grade English and math courses to provide ample time for them to master the standards in those courses and to prepare for the South Carolina Exit Examination and end-of-course tests. Teachers across the curriculum used focus lessons to introduce and reinforce standards. Students had the opportunity to participate in after-school tutorial and counseling programs and to utilize computer labs. Teachers and administrators participated in staff development sessions on strategies for teaching reading and writing across the curriculum and standards-based instruction and assessment.

We made progress meeting the performance goals in our five-year school renewal plan. The strategies in our improvement plan have had a positive impact on our students' academic performance. We face challenges in continuing to increase the percent of students who meet the standard on all parts of the South Carolina Exit Exam on the first attempt, in increasing the number of students eligible for LIFE Scholarships, and in reducing the ninth-grade retention rate. However, in focusing our time and energy on strategies for achieving positive results, we do anticipate continued improvement in student performance and achievement. The administration, faculty, and staff are committed to working collaboratively with parents and community members to ensure the academic success of all students.

Boone Myrick, Principal
David Cox, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	91	51
Percent satisfied with learning environment	65.1%	70.3%	76.0%
Percent satisfied with social and physical environment	69.8%	70.0%	70.6%
Percent satisfied with home-school relations	45.5%	82.2%	70.0%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.